

# 融合教育政策

## **INCLUSIVE POLICY**

西安曲江康桥学校

**XI'AN QUJIANG KANGCHIAO SCHOOL**

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## 融合教育政策的目标 Purpose of KCISXA Inclusive Policy

遵循着“全民教育”的融合教育理念，确保每位学生都拥有持续的教育过程，反对歧视其排外，提倡正面参与，聚焦合作，满足不同的学习需求。融合教育政策主要支持有轻度学习障碍或身体残疾的学生，旨在提供平等教育机会。我校暂不具备接收精神疾病或严重心理障碍学生的专业资源。

The inclusive education refers to “education for all”, which is a continuous educational process that accepts all students, opposes discrimination and exclusion, promotes positive participation, emphasizes collective cooperation and satisfies different needs. The inclusive education policy primarily supports students with mild learning disabilities or physical impairments, aiming to provide equal educational opportunities. KCISXA currently lacks the professional resources to accommodate students with psychiatric disorders or severe psychological conditions.

IB 世界学校致力提供一个融合的教育环境，个体差别不会导致歧视。融合教育政策是为了促进学生的成功融合，这在 IB 世界学校的发展中起着至关重要的作用。西安曲江康桥学校的使命宣言致力于提供充满多样性以及学习动机的激励环境，因此，发展本校的融合教育政策为责无旁贷及任重道远的任务。

An IB world school is expected to educate students in an inclusive environment where differentiation exists without discrimination. An inclusive policy is to promote the successful inclusion of students, which plays a crucial role in the development of an IB world school. The mission of Xi'an Qujiang Kang Chiao School (KCISXA) is to strive to provide a stimulating environment where diversity and inspiration are embraced. Therefore, implementation of inclusive education policy in KCISXA is indispensable and significant.

## 融合教育政策的实践 Practice of KCISXA Inclusive Policy

### 国际文凭组织 In the IBO<sup>1</sup>

全纳教育是一个持续的过程，旨在通过发现和排除各种障碍使所有学生有更多的机会加入和投身到学习当中。只有在一种提倡协作、彼此尊重、相互支持和积极解决问题的文化氛围中才能成功地做到这一点。全纳是达到国际文凭学习者培养目标所要采取的行动，是生动活泼的学习社区所要取得的一项成果。

Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities.”

### 中华人民共和国教育部 In the Chinese National Education Bureau<sup>2</sup>

特殊教育学校、普通学校随班就读和送教上门的运行保障能力全面增强。教育质量全面提升，建立一支数量充足、结构合理、素质优良、富有爱心的特教教师队伍，特殊教育学校国家课程教材体系基本建成，普通学校随班就读质量整体提高。

The inclusion implementation has been comprehensively enhanced by organizing the special education schools, normal class with inclusion supports, and private teachers. In order to improve the quality of education, the government establishes a sufficient number of the special education teachers with balanced duties, excellent qualities, and compassionate personality. The establishment of the special education in the national curriculum anticipates to the increase the quality of the normal classes.

### 西安曲江康桥学校 KCISXA

- 均等：每位学生生来在机会均等的基础上都有受教育的权利。  
Equality: every learner has an inherent right to education on basis of equality of opportunity.
- 多元：每位学生存在独特特征、兴趣、能力、以及学习需求。  
Diversity: every learner has his/her special characteristics, interests, abilities and learning needs.
- 差异：教育应该要考虑到特征跟学习需求上的巨大差异。  
Differentiation: education should take into consideration those wide differences on characteristics and learning needs.
- 融合：学校必须要满足学生的特殊教育需求且学校接受所有学生，反对歧视。  
Inclusion: school must satisfy children with special education needs and school should accept all students and oppose discrimination

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<sup>1</sup> The IB guide to inclusive education: a resource for whole school development, 2019:1

<sup>2</sup> 第二期特殊教育提升计划（2017-2020年）

## 融合教育政策与其他学校政策之连结 **Inclusive Policy Link to**

### **Other Policies**

#### **学术诚信政策 Academic Honesty policy**

即使学生有特殊教育需求，任何形式的学术欺骗行为都难以容忍，并且基于学术诚信原则学生会承担相应的后果。

Even if the student has Special Education Needs (SEN) accommodations, academic dishonesty in any form will not be tolerated and the student may face the consequences based on the Academic Honesty Policy.

#### **招生政策 Admission Policy**

西安曲江康桥学校计划为学生提供指导，帮助学生选择合适的智力、社交、情感和身体发育的教育课程，以确保接受正确的挑战来促进个人发展和成长。国际文凭组织招生委员会根据家长提供的文件，从人力、财力、物力和空间等方面考虑所需的资源。

KCISXA intends to provide every student an educational opportunity appropriate to their intellectual, social, emotional and physical development to ensure that they receive right challenges to stretch and grow. The IB admissions committee looks at the resources required in terms of human, financial, material and space resources based on the reports provided by the parents.

#### **评估政策 Assessment Policy**

通过消除学习障碍的教学模式，西安曲江康桥学校促进与学生的接触。当学生有特殊学习需求产生的时候，一部分的教育进程则会转为发展每位学生如何充分利用被授予的特殊学习权利。因此，根据 IB 融合教育政策和 IB 相关规定，所有学生保有为了中学项目的所有评估而使用特殊学习的权利。满足这些要求的安排由教学领导团队制定，并通过学科教师的阐述加以实施。

KCISXA promotes access to students through pedagogical methods, which aims to remove the learning barriers. As such where students hold Accommodations, part of the educational process is developing how each student makes best use of the any accommodations to which they are entitled. Therefore all students have access to their accommodation entitlement for all assessments throughout the Middle Year Programme in line with IB Inclusive Policy and IB regulations. Arrangements for meeting these requirements are developed by the Pedagogical Leadership Team and implemented through articulation by Subject teachers.

#### **语言政策 Language Policy**

当学生被中学项目学科教师判定出有语言学习的障碍，西安曲江康桥学校教职员一起

合作，以减少学习困难为目标。图书馆数据库提供多种语言的专业资料、学术文章、报纸和杂志。语言中心与学科教师合作，提供这些有特殊语言学习需求的学生必要的帮助。

The KCISXA school community cooperates in reducing the language learning difficulties once a student has been identified by the MYP subject teachers. The library has databases that contain professional material, scholarly articles, newspapers and magazines in many languages. The Language Centre works with teachers to help them meet the needs of students identified with special language learning needs.

## 特殊学习需求识别 **Special Education Needs Identification**

西安曲江康桥学校旨在识别每位学生的差异，这阐述了学校需要满足多种学习需求。学习需求识别在新学年的正式开始之前就开始进行，申请本校的学生须提供个人健康纪录表。在学校生活之际，学校以各种可能的手段收集学生个人资料，例如，所有学生需参与学术能力及学习风格评估（如 MAP 测试）。若家长或教师发现学生存在潜在学习障碍，需提供专业医疗机构的诊断报告，经学校审核确认符合支持范围。以及学术表现测验 MAP（学术进步测验）。这一系列的信息收集是为了识别学生的不同需求，在识别结果上，使学校政策能够更加灵活地及全纳性地调整。

KCISXA intends to identify the differentiation of each student, which indicates multiple needs the school is required to meet. The identification runs before the academic year starts, where the candidates need to provide the personal health record at the admission stage. Through school life, school collects the individual student information in various possible ways. For instance, all students participate in academic ability and learning style assessments (e.g., MAP tests). If parents or teachers identify potential learning disabilities, a formal diagnosis from a certified medical institution must be submitted for school review to confirm eligibility for support, and also academic performance test such as MAP (measure of academic progress). The series of information collection are aimed to identify the different needs of students so that the school policy can be adjusted with more flexibility and inclusion in terms of the identification results.



## 学习支援 Learning Support

### 语言学习支援 Language Learning Support

如同在西安曲江康桥学校的语言政策中提到，语言是透过相关语境教授的理念，学校鼓励所有的 IB 教师成为语言老师，透过合适的英文浸入式教学方法，例如内容和语言综合学习，提高不同学科的教学效果。

As it is mentioned in the KCISXA Language Policy, it is believed that languages are taught through relevant contexts and thus we encourage all our IB teachers to be language teachers by employing suitable English immersion pedagogical approaches such as content and language integrated learning to increase the effectiveness of teaching and learning in different disciplines.

若学科教师判定学生因为语言流利程度对于学术表现已经产生负面的影响，则会通知学生学习辅导团队，并且于年级会议上一起讨论这个情况。在与学科教师、语言习得教师、以及语言专员咨询之后，最终制定有着明确目标且适合学生能力的个人学习计划。

Once a student is identified that his/her language proficiency has the negative impact on the academic performance, the subject teachers bring this issue to the Student Learning Support Group then this issue will be discussed in the grade level meeting. After consulting the subject teachers, language acquisition teacher, and language specialists, it comes out the individual learning plan with the clear goals appropriate to the student's ability.

### 学术学习支援 Academic Learning Support

学科教师永远站在教学第一线。与学生一起在教室的时候，可以透过总结性评估、形成性评出以及课堂观察来审视学生学习的完成度。多样的评估方式有助于发酵不同的学术学习困难。

The subject teachers are always in the front line of the learning. When they stay with students in the classroom, it is a good opportunity to evaluate the learning achievement through summative assessment, formative assessment, and classroom observation. A wide range of evaluation methods helps to discover the different academic learning difficulties.

若学科教师判定学生因为学术学习困难对于学术表现已经产生负面的影响，则会通知学生学习辅导团队，并且于年级会议上一起讨论这个情况。在与学科教师以及学习专员咨询之后，最终制定有着明确目标且适合学生能力的个人学习计划。

Once a student is identified that his/her academic learning difficulties has the negative impact on the academic performance, the subject teachers bring this issue to the Student Learning Support Group then this issue will be discussed in the grade level meeting. After consulting the subject teachers and learning specialists, it comes out the individual learning plan with the clear goals appropriate to the student's ability.

## 同伴教学 Peer Tutoring

西安曲江康桥学校鼓励同侪学习环境，让学生实践 IB 学习者培养目标—懂得关爱、善于交流、积极探究、及时反思。在学期初，学科表现较好的志愿者学生会与学科学习需在加强的学生配对。同侪教学在晚自习的时间进行，一次一节课，最多一个礼拜不超过三节。同侪教学力促创造融合的学习环境，减少学习落差。

The KCISXA encourages the mutual learning environment among students as practicing the IB Learner Profile attributes – caring, communicators, inquirers, reflective. At the beginning of the semester, the school enrolls the student volunteers who perform academically well in the class and they are paired with the learning needs students. The peer-tutoring is taken place for one period of self-study in the night per day, no more than three periods per week. The program seeks to create an inclusive academic environment that decreases the academic gap of students.

## 心理辅导支持 **Psychology Counselling Support**

辅导处除了提供全部的学生个人及团体辅导服务，也组织给班主任教师以及学科教师的专业培训，主要在介绍特殊教育以及学生辅导技巧。对于经学校审核确认的学习障碍或轻度适应困难学生，可向学科教师或辅导教师申请支持。我校不提供精神疾病或严重心理障碍的专业治疗服务。

The Counseling Office provides individual and group counseling service to all students. In addition, the Counseling Office organizes professional development for homeroom and subject teachers that presents knowledge about special education and counseling skills. Students with confirmed mild learning disabilities or adjustment difficulties may request support from subject teachers or counselors. KCISXA does not provide professional treatment services for psychiatric disorders or severe psychological conditions.

### 个别辅导 **Individual Counseling**

通过心理测验、学科及班主任老师的反馈，得以辨别需要个别辅导的学生。此外，辅导处也接待自愿探访学生事前预约辅导服务。面谈记录保存于辅导处。如果学生需要其他部门（例如学务处、教务处、校长）的支持，则面谈纪录可为其他教师制定个人教育计划参考用。个别辅导的流程，请参照：

The students who need individual counseling are identified through psychological assessments and feedbacks from subject teachers and homeroom teachers. In addition, the voluntary student visitors are welcome through booking for counseling service in advance. The interview report is reserved by the Counseling Office. If the student needs to be supported by other departments like DSA, DAA or principal, the report can be referenced by other teachers to set up an individual education plan. The process of individual counselling, please refer to:



### 团体辅导 **Group Counseling**

辅导处定期进行特定主题的团体辅导（通常在星期一/三下午）。中学生着重于释放学

习压力及小学到中学的过度适应期，例如自我尊重、个性探索、青春期变化、反霸凌、时间管理能力、校园支持资源等等。

The Counseling office organizes group counseling regularly (usually on Monday or Tuesday afternoon) on different topics. The counselling courses offered in the middle school aim to release the learning pressure and transit the learning from primary school to middle school such as self-esteem, personality discover, adolescent change, anti-bully, time management, supportive resources in the campus, etc.

### 辅导优先等级 Counseling Priority

对象：超出学校支持范围的学生

如精神疾病或严重心理障碍

任务：行政介入，转介校外资源

三级辅导  
Third Stage

**Audience:** Students beyond the school's support capacity (e.g., psychiatric disorders or severe psychological conditions) / **Mission:** Referral to certified medical institutions.

对象：潜在需辅导学生

任务：辅导介入、系统合作等

二级辅导  
Second Stage

**Audience:** potential students  
**Mission:** providing counseling services

对象：全体学生

任务：预防意外、

初级辅导  
Primary Stage

**Audience:** all students  
**Mission:** preventing accidents, stimulating student's talents

## 其他资源 **Other Resources**

### 特殊支援团体 **Special Support Community**

学校特殊支持团体是为了有特殊需要的学生，如阅读障碍、注意力缺陷（非多动症）、轻度肢体障碍等建立的特殊支持系统。由教师、同学和家长组成的整体支援小组，让学生有更优质的校园生活。

The School Special Support Community is established as a specific support system for special needs students, such as students with e.g., dyslexia, attention deficit (non-hyperactive), mild physical impairments. A holistic support team that involves teachers, classmates and parents is built to help them have better quality school life.

### 主题性活动 **Thematic Activities**

一系列的教育活动贯穿整个国际部，每季度都围绕一个大主题（性别教育、生活教育、社交技能、情感管理等）开展，活动包括课堂工作坊、视频教育及环境教育，每个国际部的学生都要参加。

A series of educational activities spread through the whole international division, we focus on one big theme (Gender Education, Life Education, Social Skills, Emotion Management, etc.) each quarter. The activities include class/homeroom workshops, video education and environment education. Every International department student is included in this program.

## 重要声明：

我校暂不具备接收精神疾病（如抑郁症、焦虑症、精神分裂症等）或严重心理障碍（如自杀倾向、暴力行为等）学生的专业资质与资源。若学生在入学后出现上述情况，学校将根据专业医疗机构建议，采取必要措施以保障全体学生福祉。

### **Important Notice:**

KCISXA is not equipped to support students with psychiatric disorders e.g., depression, anxiety disorders, schizophrenia or severe psychological conditions e.g., suicidal tendencies, violent behaviors. If such conditions arise after enrollment, the school will take necessary actions based on recommendations from certified medical institutions to ensure the well-being of all students.

## 融合教育政策检阅 **Inclusive Policy Review**

本政策是西安曲江康桥学校全体教师的共同协作成果（学科老师、管理人员、MYP 协调员、校长和高层管理团队）。下次审查将会在 2025 年 8 月进行。

This policy is a collaborative production work among the faculty of the Xi'an Qujiang Kang Chiao School (subject teachers, administrators, MYP Coordinator, head of school, and higher leadership team). Next review will be in August 2025.

## 参考资料 Reference/ Bibliography

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Calgary Board of Education Inclusion Policy, June 2018

Discovery Canyon Campus Inclusive & SEN Policy, October 2017

Dwight School Seoul Special Educational Needs Policy, December 2013

Kang Chiao International School East China Campus Inclusive Policy, July 2017

Throndeim International School Inclusion Policy, November 2019

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IBO. Learning diversity and inclusion in IB programmes. Cardiff: Peterson House, March 2019

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IBO. The IB guide to inclusive education: a resource for whole school development. Cardiff: Peterson House, November 2019

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Ministry of Education of the People's Republic of China. “教育部等七部门关于印发《第二期特殊教育提升计划（2017-2020年）》的通知”, March 25, 2020.

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# 政策更新说明 Policy Update Notice

本政策于 2023 年 12 月首次制定，后经过以下更新：

This policy was first established in December 2023 and has undergone the following updates:

- 2024 年 3 月：第一次修订
- March 2024: First revision
- 2024 年 11 月：第二次修订
- November 2024: Second revision
- 计划将于 2025 年 8 月进行下一次修订
- The next revision is planned for August 2025

我们会定期更新政策内容，确保政策始终符合实际需求。

We regularly update our policy content to ensure it remains aligned with actual needs.